

# Summary Chart of 2014 Changes – Verification Manual ECE Standards

6/23/2014

| Numbering & Points                | Current Standards 2012 Redesign  | Points                         | Numbering & Points                | Standards July 1, 12014  | New Points                           |
|-----------------------------------|--|--------------------------------|-----------------------------------|--|--------------------------------------|
|                                   | <b>FAMILY &amp; COMMUNITY PARTNERSHIPS</b>   |                                |                                   |  |                                      |
| <b>FS1</b><br>Maximum<br>4 points | Program makes accommodations for families of children with identified disabilities or who are dual language learners. <ul style="list-style-type: none"> <li>Accommodations for families of children with identified disabilities</li> <li>Accommodations for families of children who are dual language learners</li> </ul> | 2 points<br><br>2 points       | <b>FS1</b><br>Maximum<br>2 points | Program partners with families with children with diverse needs.   | 2 points                             |
| <b>FS4</b><br>Maximum<br>4 points | Program supports transitions for families: <ul style="list-style-type: none"> <li>Into the program</li> <li>Within the program</li> <li>Out of the program</li> </ul>  | 2 points<br>1 point<br>1 point | <b>FS4</b><br>Maximum<br>6 points | Program supports transitions for families: <ul style="list-style-type: none"> <li>Into the program</li> <li>Within the program</li> <li>Out of the program</li> </ul>  | 2 points<br>2 points<br>2 points     |
|                                   | <b>QUALIFICATIONS &amp; PROFESSIONAL DEVELOPMENT</b>   |                                |                                   |  |                                      |
| <b>QE1</b><br>Maximum<br>4 points | Person functioning as Administrator completes the Delaware Administrator Credential and is qualified through Delaware First as an Administrator.   | 4 points                       | <b>QE1</b><br>Maximum<br>4 points | Staff functioning as Administrator completes the Delaware Administrator Credential and is qualified through Delaware First as an Administrator.  | 4 points                             |
| <b>QE2</b><br>Maximum<br>3 points | Person functioning as the Administrator utilizes the <i>Delaware Early Childhood Career Lattice</i> for professional development planning and achieves Step 8 or above.  | 3 points                       | <b>QE2</b><br>Maximum<br>3 points | Staff functioning as the Administrator utilizes the <i>Delaware Early Childhood Career Lattice</i> for professional development planning and achieves Step 8 or above.   | 3 points                             |
|                                   | <b>MANAGEMENT &amp; ADMINISTRATION</b>   |                                |                                   |  |                                      |
| <b>MO3</b><br>Maximum<br>2 points | Program conducts required all-staff meetings. <ul style="list-style-type: none"> <li>Quarterly</li> <li>Monthly</li> </ul>   | 1 point<br>2 points            | <b>MO3</b><br>Maximum<br>2 points | Program conducts required staff meetings that are open to all staff. <ul style="list-style-type: none"> <li>Quarterly</li> <li>Monthly</li> </ul>  | 1 point<br>2 points                  |
| <b>MO4</b><br>Maximum<br>4 points | Program implements strategies to retain 75% of classroom staff on a program year basis.  | 4 points                       | <b>MO4</b><br>Maximum<br>4 points | Program retains 75% of classroom staff on a program year basis.<br><br>Partial points allowed for efforts to improve or maintain retention rates: <ul style="list-style-type: none"> <li>Program retains 70% of classroom staff.</li> <li>Program retains 65% of classroom staff.</li> </ul> | 4 points<br><br>3 points<br>2 points |

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|                                   | <b>LEARNING ENVIRONMENT &amp; CURRICULUM</b>  |                                  |                                   |   |                                |
| <b>REQUIRED</b>                   | Program has an independent ERS assessment and achieves the following classroom scores for classrooms selected: <ul style="list-style-type: none"> <li>Minimum 3.00 (Star Level 3)</li> <li>Minimum 4.00 (Star Level 4)</li> <li>Minimum 5.00 (Star Level 5)</li> </ul>  |                                  | <b>REQUIRED</b>                   | Program has an Environment Rating Scale (ERS) assessment and achieves the following classroom scores for classrooms selected: <ul style="list-style-type: none"> <li>Minimum 3.40 (Star Level 3)</li> <li>Minimum 4.40 (Star Level 4)</li> <li>Minimum 5.40 (Star Level 5)</li> </ul>   |                                |
| <b>LE1</b><br>Maximum<br>3 points | Program utilizes a system of continuity of care throughout the day.   | 3 points                         | <b>LE1</b><br>Maximum<br>3 points | Program utilizes a system of continuity of care that includes primary care throughout the day.  | 3 points                       |
| <b>LE2</b><br>Maximum<br>2 points | Program minimizes transitions with classroom staff throughout program year.   | 2 points                         | <b>LE2</b><br>Maximum<br>3 points | Program minimizes transitions for children throughout program year.   | 3 points                       |
| <b>LE3</b><br>Maximum<br>7 points | Program implements lower ratios: <ul style="list-style-type: none"> <li>Infants (under 12 months) 1:3</li> <li>Young Toddlers (12-24 months) 1:5</li> <li>Older Toddlers (24-36 months) 1:7</li> <li>Young Preschoolers (36-48 months) 1:9</li> <li>Older Preschoolers (48-60 months) 1:11 <ul style="list-style-type: none"> <li>Implements for Infants</li> <li>Implements for Toddlers</li> <li>Implements for Preschoolers</li> </ul> </li> </ul> | 3 points<br>2 points<br>2 points | <b>LE3</b><br>Maximum<br>4 points | Program implements lower ratios: <ul style="list-style-type: none"> <li>Infants (under 12 months) 1:3</li> <li>Young Toddlers (12-24 months) 1:5</li> <li>Older Toddlers (24-36 months) 1:7</li> <li>Young Preschoolers (36-48 months) 1:9</li> <li>Older Preschoolers (48-60 months) 1:11 <ul style="list-style-type: none"> <li>Implements for Infants</li> <li>Implements for Toddlers</li> <li>Implements for Preschoolers</li> </ul> </li> </ul> | 2 points<br>1 point<br>1 point |
| <b>LO1</b><br>Maximum<br>2 points | Program observes and documents individual children's progress and reports progress to families twice annually.  | 2 points                         | <b>LO1</b><br>Maximum<br>3 points | Program implements a child developmental screening for all infants, toddlers, and preschoolers enrolled annually.   | 3 points                       |
| <b>LO2</b><br>Maximum<br>4 points | Program implements a method of assessing growth and progress for all infants, toddlers, and preschoolers enrolled annually: <ul style="list-style-type: none"> <li>Child developmental screening</li> <li>Curriculum-based assessment</li> </ul>  | 2 points<br>2 points             | <b>LO2</b><br>Maximum<br>3 points | Program observes individual children's progress on an ongoing basis and documents progress at least twice annually.   | 3 points                       |
| <b>LO3</b><br>Maximum<br>2 points | Program uses individual child assessments for infants, toddlers, and preschoolers enrolled to inform goal and lesson planning.  | 2 points                         | <b>LO3</b><br>Maximum<br>3 points | Program implements a formative child assessment for all infants, toddlers, and preschoolers a minimum of two times each year. <ul style="list-style-type: none"> <li>Full credit – full implementation</li> <li>Partial credit in first year of implementation</li> </ul>   | 3 points<br>2 points           |

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| <b>LC1</b><br>Maximum<br>2 points | Program follows a daily schedule that supports child-centered play both indoors and outdoors.<br>(This standard deleted July 1, 2014)  | 2 points                               | <b>LC1</b><br>Maximum<br>3 points | Program implements a written comprehensive curriculum that is aligned with the <i>Delaware Early Learning Foundations</i> for infants, toddlers, and preschoolers enrolled.   | 3 points                           |
|                                   |  |  | <b>LC2</b><br>Maximum<br>2 points | Program implements a supplemental curriculum to support children's literacy, math, social-emotional or healthy lifestyles. <ul style="list-style-type: none"> <li>1 supplemental curriculum</li> <li>2 or more supplemental curricula</li> </ul>  | 1 point<br>2 points                |
| <b>LC2</b><br>Maximum<br>4 points | Program implements: <ul style="list-style-type: none"> <li>Daily activities and lesson planning for infants, toddlers, and preschoolers enrolled that are based on the <i>Delaware Early Learning Foundations</i></li> <li>A written comprehensive curriculum that is aligned with the <i>Delaware Early Learning Foundations</i> for infants, toddlers, and preschoolers enrolled</li> <li>A supplemental curriculum to support healthy lifestyles, including healthy eating and physical activity</li> </ul> | 1 point<br><br>2 points<br><br>1 point | <b>LC3</b><br>Maximum<br>3 points | Program uses information from children's observations, the comprehensive curriculum and formative assessment, the <i>Delaware Early Learning Foundations</i> , and families to design daily activities, lesson plans, and individualized goal plans.  | 3 points                           |
| <b>LC3</b><br>Maximum<br>4 points | Program implements instructional and environmental modifications that support the learning of all children. <ul style="list-style-type: none"> <li>Program implements formalized procedures for making accommodations for children with identified disabilities</li> <li>Program implements formalized procedures for making accommodations for children who are dual language learners</li> </ul>   | 2 points<br><br>2 points               | <b>LC4</b><br>Maximum<br>3 points | Program implements instructional and/or environmental adaptations that support the learning for children with diverse needs, including those with identified disabilities, dual language learners, identified behavioral health needs, and/or specialized health needs. <ul style="list-style-type: none"> <li>Those with identified disabilities</li> <li>Those with behavioral and/or health needs, dual language learners, migrant, homeless, neglected, delinquent, low-income, and children of all races and national origins <ul style="list-style-type: none"> <li>One Selected</li> <li>Two Selected</li> </ul> </li> </ul> | 1 point<br><br>1 point<br>2 points |